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ABSTRACT

One of the diagnostic tools used in the evaluation of programs implemented under the Kentucky Education Reform Act (KERA) (1990) is the Innovation Configuration Component (ICC) Map, designed to specify the key elements associated with an innovation and to define what "use" means in the context of implementing an innovation. This study investigated whether the ICC Map for Extended School Services (ESS) developed by the Kentucky Institute for Educational Research could be used to describe the extended school services used in middle school instruction in Kentucky, and, if the map could be used, the nature of the relationship between the level of implementation of extended school services and the state's high stakes assessment of a school's students' academic performances as reflected in the state's Accountability Index. The sample consisted of 10 middle schools at 5 levels of achievement. In this sample, there was a positive relationship between the implementation of extended school services that provide additional instructional or learning opportunities for students and the achievement gains posted by the school's students. It is possible that the degree of implementation of extended school services in a school is a barometer of the school's general willingness to implement a particular KERA reform initiative, and not a function of extended school services per se. The findings also suggest that another iteration in the formulation of the ICC Map of ESS is appropriate. A copy of the revised Map is attached. (Contains 13 references.) (SLD)

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Using An Innovation Configuration Component Map to Assess the Relationship between Student Achievement and the Degree of Implementation of Extended School Services in a sample of Kentucky Middle Schools

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Introduction

The Kentucky Educational Reform Act (KERA) of 1990 is a massive education reform bill that specified many new initiatives to be developed and implemented in order to improve the system of public education in the state of Kentucky. The effectiveness of those initiatives has been evaluated in a variety of ways by different public and private organizations and individuals.The Kentucky Institute for Education Research, a private, non-profit research organization, has supported a three-year longitudinal study to investigate the education innovations being implemented in a small sample of middle and high schools across the state of Kentucky.

The Concerns Based Adoption Model (CBAM), a model of educational innovation and change described by Hall and Hord (1987), has been used in this and previous studies (Craig, 1997; Craig & Kacer, 1999; Craig, Kacer, & Evans, 1998; Craig & Pankratz, 1996) to provide the theoretical framework for the examination of the implementation of reform initiatives. One of the diagnostic tools used in CBAM to inform and describe the change process is termed an Innovation Configuration Component (ICC) Map. A map is designed to specify the key components associated with an innovation and to define what "use" means in the context of implementing an innovation. Through the Kentucky Institute for Education Research, six different ICC Maps have been created (Kentucky Institute for Educational Research, 1996a, 1996b, 1996c, 1996d, 1996e, 1996f, 1996g) to describe the implementation of education reform initiatives in Kentucky regarding:

- professional development of the school staff
- extended school services
- school-based decision making councils
- high school restructuring
- family resource and youth service centers
- educational technology
- the primary program

For example, on the revised ICC Map for Educational Technology (Kacer & Craig, 1999), several key innovation components have been identified (e.g., "Teachers use and build upon keyboarding, spreadsheets, word processing, and Internet knowledge and skills by incorporating their use into regular classroom instruction and learning assignments):
The descriptive categories associated with this component are:

(a) All(most) teachers do	(b) Some teachers do	(c) A few teachers do	(d) Teachers don't do it

Of the four categories associated with the regular use of a keyboarding, spreadsheets, word processing, and Internet knowledge in everyday classroom instruction and learning assignments, category (a) is considered the ideal implementation description where all teachers (or almost all) use keyboarding, spreadsheets, word processing, and Internet knowledge in everyday classroom instruction and learning assignments. In contrast, category (d) describes the least desirable implementation of keyboarding, spreadsheets, word processing, and Internet knowledge in support instruction. The other categories describe intermediary points along the continuum. Therefore, if through interviews and observations it is determined that category (a) best describes

how the reform initiative of educational technology operates in a school, then that school is considered to have completely implemented that particular component of educational technology.

The maps serve as the basis for an interview (or interviews) with knowledgeable administrators and/or teachers and, in some instances, direct observation of activities or review of school documents to gain information about the implementation of key features associated with particular KERA initiatives. Based on the interview(s) and direct observations and document review(if any), the interviewer determines the degree of implementation of components associated with an innovation. An innovation profile or score total (which may or may not have much meaning) can then be determined for each school regarding each initiative.

Purpose

The general intent of the three-year longitudinal study of middle and high schools in Kentucky has been to:

- Identify key factors that differentiate schools making progress toward achievement goals from those that are not
- Identify key factors that contribute to successful intervention in low performing schools and/or schools in crisis

The particular focus of the research effort reported here was two-fold. First, the intent was to assess whether the ICC Map for Extended School Services(ESS) (Kentucky Institute for Educational Research, 1995) developed by Kentucky Institute for Educational Research could be effectively used to describe extended school services employed in instruction in middle schools in Kentucky and, second, if the map could be used, the nature of the relationship between the level of implementation of extended school services and the state's high-stakes assessment of a school's students' academic performances as reflected in the state derived Accountability Index (see Instrumentation below).

Sample

The sample that was being followed longitudinally consisted of ten middle schools from across the state of Kentucky. The schools sampled represent five levels of school performance based on the initial pattern of change from 1993 to 1995 of each school's Kentucky Instructional Results Information System (KIRIS) Accountability Index (see below) for students' academic performances. There levels were:

- Level 1. (**Schools Moving Up**) Schools with improving KIRIS scores which had baseline KIRIS scores in the upper quartile of all middle or high schools assessed.
- Level 2. (**Schools Not Moving Up**) Schools with no improvement in KIRIS scores which had baseline KIRIS scores in the upper quartile of all middle or high schools assessed.

- Level 3. (**Schools Moving Up**) Schools with improving KIRIS scores which had baseline KIRIS scores approximately equal to the mean of all middle or high schools assessed.

- Level 4. (**Schools Moving Up**) Schools with improving KIRIS scores which had baseline KIRIS scores in the lower quartile of all middle or high schools assessed.

- Level 5. (**Schools Not Moving Up**) Schools with no improvement in KIRIS scores which had baseline KIRIS scores in the lower quartile of all middle or high schools assessed.

The KIRIS accountability indices for the baseline year and each year since 1993 for the ten middle schools in the sample as determined by the state are presented in Table 1. Because of a change in the state accountability system, a KIRIS Accountability Index will not be determined for 1998. Furthermore, the extent to which the schools as these various levels are representative of all middle schools in the state with similar KIRIS Accountability Index values is not known. School #3 declined to participate in the third round of data collection.

Table 1. The KIRIS Accountability Index values and initial performance levels for the ten middle schools sampled.

School	Level	Base	Index 93	Index 94	Index 95	Index 96	Index 97	Index 98*
1	L3	40.9	33.4	48.2	56.3	55.7	55.8	
2	L4	32.8	29.4	36.1	36.2	30.6	36.1	
3	L1	43.5	38.8	48.1	55.1	50.9	54.8	
4	L4	34.0	29.6	38.5	45.1	39.8	36.6	
5	L5	33.3	33.5	33.1	32.7	30.0	31.2	
6	L4	33.9	31.3	36.7	44.3	36.6	39.9	
7	L3	38.6	33.6	44.1	51.0	45.0	46.6	
8	L1	45.0	42.4	47.2	51.5	46.7	47.6	
9	L5	31.0	31.9	29.9	34.4	35.5	32.4	
10	L2	45.3	45.6	41.8	41.6	37.7	50.5	

*The KIRIS Accountability Indices were not calculated for 1998 by the Kentucky Department of Education due to changes in the state's accountability system.
School #3 declined to participate in the third round of data collection.

Instrumentation

The ICC Map for Extended School Services

First, the ICC Map for ESS (Kentucky Institute for Educational Research, 1996b) was used to assess after school (and perhaps intersession) instructional services provided to boost the academic achievement of students who need additional time/help in mastering academic content. An example of an item on the map that is focused on the nature of the instruction delivered in ESS is presented in Table 2 below. [The map is available from the Kentucky Institute for Education Research at the University of Kentucky in Lexington, Kentucky.]

Table 2. An item from the ICC Map for Extended School Services

4) Instructional practices in ESS programs. *[diversity focused on needs, collaboration, assessment, and feedback]*			
(a) A variety of instructional strategies are used to meet the needs of students; (such as individual instruction, computer assisted instruction, peer and cross-age tutoring, learning skills instruction, small group instruction, cooperative learning groups, active learning). There is collaboration among students, parents, teachers, and administrators. Complete student records, including referral forms, goals, parent permission, samples of work, assessment information, and attendance are used to plan instruction..	(b) Instructional practices demonstrate minimal use of diverse strategies with limited individualized instruction, use of technology, student grouping, and use of teacher directed activities. There is limited use of student records for instructional planning.	(c) The ESS program uses whole group instruction addressing general needs. There is no diversity in instructional practices. Student records are not kept for instructional practices.	(d) The students complete homework assignments with minimal guidance. The teacher supervises the room. There is no direct assistance. Only attendance records are maintained.

(KIRIS) Accountability Index

The state of Kentucky has developed the Kentucky Instructional Results Information System (KIRIS) to determine a school's Accountability Index (see below) for students' academic performances. [The system is currently undergoing revision and a new system for determining an accountability index for a school will be created.] In the past, a school's Accountability

Index has been created by the state by combining the assessment of the academic achievement of students attending a school with several "non-cognitive" factors (e.g., drop-out rate) into one measure of a school's overall performance. The KIRIS Accountability Index values for schools are made generally available to the public by the Kentucky Department of Education.

Data Collection Procedures

During the third year of the longitudinal study, the ESS coordinators in nine of the middle schools in the sample were interviewed on site using the ICC Map for ESS. In most instances, facilities were observed as part of the interview. One middle school (a Level 2 school) declined to participate in this round of data collection.

Findings

Extended School Services

The ICC Map for Extended School Services is scored from 4 for Category (a) to 1 for Category (d) for Item four category items and from 5 for Category (a) to 1 for Category (e) for five category items. Therefore, the extended school services implementation scores vary from a maximum of possible of 47 to a minimum of 15. The ESS implementation score data for the middle schools sampled are presented in Table 3.

Table 3. School educational technology map implementation score and associated comments for the middle schools sampled.

School # -	1999 Extended School Services Implementation Score*	KIRIS Accountability Index for 1993	KIRIS Accountability Index for 1997	Accountability Index Gain or Loss (1997-1993)	Three Year Average % Free & Reduced Lunch
1	43	33.40	55.80	22.40	22.00
2	38	29.40	36.10	6.70	59.33
3	42	38.80	54.80	16.00	18.33
4	29	29.60	36.60	7.00	55.67
5	29	33.50	31.20	-2.30	66.33
6	38	31.30	39.90	8.60	63.67
7	40	33.60	46.60	13.00	61.33
8	31	42.40	47.60	5.20	19.33
9	39	31.90	32.40	.50	80.67

*The higher the Extended School Services Implementation Score, the closer the implementation of the innovation is to what is considered ideal.

Student Achievement

The achievement of the students in a school is reflected in a school's KIRIS Accountability Index as determined by the state. The gain or loss of the nine middle schools' accountability indices is presented in Table 4 below. Some schools posted significant gains over the period (e.g., School #1 gained 22.4 points in its Accountability Index) while others showed losses (e.g., School #5 lost 2.3 points) or very minimal gains (e.g., School #9 gained .5 points).

Table 4. Gain or loss in a school's KIRIS Accountability Index from 1993 to 1997.

School #	KIRIS Accountability Index for 1993	KIRIS Accountability Index for 1997	Accountability Index Gain or Loss (1997-1993)
1	33.40	55.80	22.40
2	29.40	36.10	6.70
3	38.80	54.80	16.00
4	29.60	36.60	7.00
5	33.50	31.20	-2.30
6	31.30	39.90	8.60
7	33.60	46.60	13.00
8	42.40	47.60	5.20
9	31.90	32.40	.50

*The higher the Extended School Services Implementation Score, the closer the implementation of the innovation is to what is considered ideal.

Relationship between Accountability Index Gain(Loss) and ICC Map for ESS Implementation Score

The accountability indices and ESS implementation scores for the middle schools sampled are presented in Table 5 below. Since the sample size is small, statistics and trends which describe the relationship between accountability index gains or losses and the ICC Map for ESS Implementation Score may not be particularly meaningful. However, it is interesting to note that of the middle schools sampled, those with the lowest three year average percentage of students on free and reduced lunch showed some tendency to have higher ESS Map scores (rho= -.269, p>.05) and larger gains in the KIRIS Accountability Index (rho= -.567, p>.05). Of greater interest is the relationship between ESS Map scores and gains in the KIRIS Accountability Index from 1993 to 1997. In Figure 1 below, the ESS Map scores and the KIRIS Accountability Index gains(losses) mirror each other fairly well (rho= .740, p<.05). If three year average percentage of students on free and reduced lunch is partialed out, the relationship between the ESS Map scores and the KIRIS Accountability Index gains(losses) does not appear to change (r=.771, p<.05). These data would suggest that for the middle schools sample, the extended school services programs that most closely approximate the ideal implementation of that innovation tend to produce bigger gains over time in student achievement.

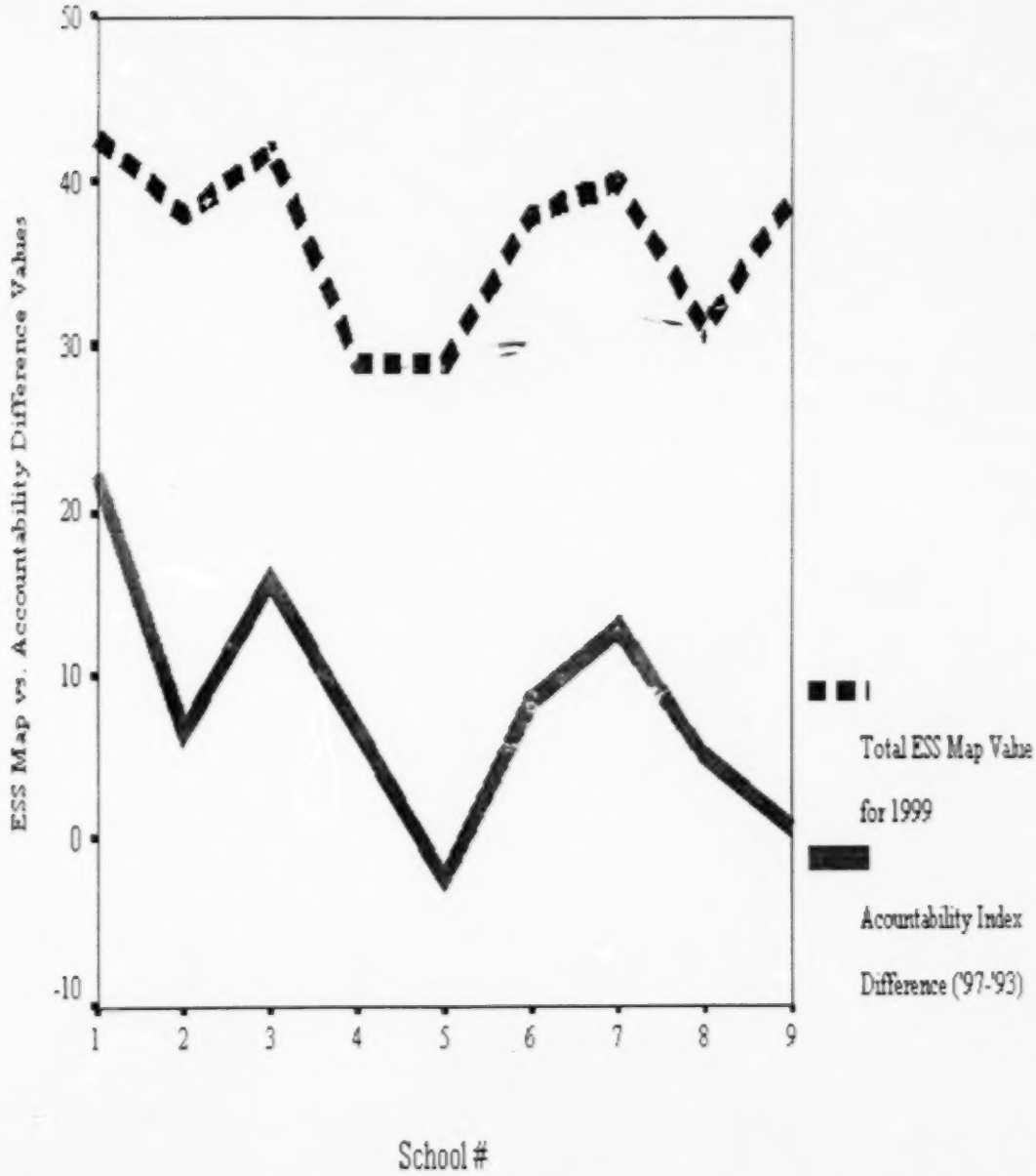
Table 5. School extended school services map implementation score and associated comments for the middle schools sampled.

School #	1999 Extended School Services Implementation Score*	Accountability Index Gain or Loss (1997-1993)	Three Year Average % Free & Reduced Lunch
1	43	22.40	22.00
2	38	6.70	59.33
3	42	16.00	18.33
4	29	7.00	55.67
5	29	-2.30	66.33
6	38	8.60	63.67
7	40	13.00	61.33
8	31	5.20	19.33
9	39	.50	80.67

*The higher the Extended School Services Implementation Score, the closer the implementation of the innovation is to what is considered ideal.

1999 ESS Map Score versus

Accountability Index Difference Score



Discussion

At least in the small sample of middle schools studied, there is positive relationship between the degree of implementation of extended school services that provide additional instructional/learning opportunities for students and the achievement gains posted by the school's students. However, it is not known if the gains are directly a function of the implementation of extended school services in a school or simply associated with the attitudes and teaching behaviors of teachers in middle schools which have a high degree of implementation of extended school services. It is possible that the degree of implementation of extended school services in a school is a barometer of a school's general willingness to implement the a particular KERA reform initiative and not a function of extended school services per se.

The findings also suggest that another iteration in the formulation of the ICC Map of ESS is appropriate. Therefore, the researchers have produced a revised ICC Map of ESS, a copy of which is attached.

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Kentucky Institute for Education Research (1996f). An innovation component configuration map for educational technology. Frankfort, KY.

Kentucky Institute for Education Research (1996g). An innovation component configuration map for primary programs. Frankfort, KY.

AN INNOVATION COMPONENT CONFIGURATION MAP
FOR
EXTENDED SCHOOL SERVICES

School:	Date of observation:	Observer:
Number of ESS teachers:	Number of peer or cross-age tutors or aides:	
Number of ESS students:	Number of ESS classrooms:	
Is scheduling of ESS determined by ... (check all that apply) Central Office Transportation Extra curricular activities Teacher availability Community events Collaboration between stakeholders		

Please note:

This document was developed by the Kentucky Institute for Education Research for the purpose of studying the implementation of Extended School Services and is not to be used as an evaluation instrument. While it was developed as a research tool, this document can be used for planning and self-assessment of local patterns of implementation.

This document, known as a Component Configuration Map, identifies key components of Extended School Services and Describes variations in practice one would expect to find across the state. The variations farthest to the left are considered by Kentucky practitioners, researchers and developers to be the emerging practice advocated in the KERA initiative. Determining which is the most effective or efficient variation of practice will be the challenge of ongoing research.

The developers of this Innovation component Configuration map are periodically reviewing and revising this instrument to improve its usefulness and ability to identify important variations in practice. Please send all comments and suggestions to ....

A. **Student Eligibility** [Circle the statement that most accurately applies]

1. Referral guidelines [process, clearly defined]

(a)	(b)	(c)
Specific and clearly defined priorities exist for referral and placement of students in ESS. The priorities are well-known within the school and consistent with state regulation and the identified needs of students within the school for the current school year.	Specific but vaguely defined criteria exist for referral and placement of students in the ESS programs. Few teachers appear to be aware of the priorities, some of which may be questionable in terms of state regulation and/or have little relationship to identified needs within the school.	Priorities for selection of ESS students are minimal or non-existent. Teachers may offer a variety of descriptions for current priorities or voice a lack of knowledge. Referral to ESS is wide open with little or not attention paid to identifying and assuring attendance of students in greater need.

Interview questions
- What are the district/school's stated priorities for referring students.
- How are priorities established?
- How do you work to ensure that those priorities are consistent with legislative intent for serving students?
- Are priorities well known within the school?

2. Student selection [process, based on student needs]

(a)	(b)	(c)
Students are identified and placed according to these priorities which are based on greater need. Observation of students served verifies that students are actively sought and served in ESS according to the priorities. Although students from varying needs are served, it can be verified that students in greater need are actively recruited and regularly served before other less needy students.	Students are identified and placed according to these priorities which are based on greater need. Observations of students served verify that students are actively sought and served in ESS according to the priorities. Although students from varying needs are served, it can be verified that students in greater need are sporadically recruited and regularly served before other less needy students. Further discussion indicates that many students in greater need may not attend ESS for various reasons.	Referrals from teachers are minimal in number with greatest numbers of student participation occurring from student/parent self-selection. Observations of students served in ESS find that they are students with minimal need and are attending due to parental pressure or parental needs. Further discussion indicates that the school staff has rarely intervened to recruit students in greatest need.

Interview questions
- Does the district/school make use of a referral form? Can you show me that form?
- Are all eligible students being served by ESS? How are they served?

3. Entry and exit process [process, flexibility]

(a)	(b)	(c)
Students are referred by a teacher, parent or self. Students enter and exit a program as need becomes evident and clearly identified goals are met.	Students are referred by a teacher, parent or self. Students remain in the program longer than needed.	Students are referred and placed in the program without clearly defined goals and remain in the program the entire school year, regardless of need.

Interview questions
- How are students identified for placement?
- Can a student or parent refer students to attend?
- How long do students stay in the ESS program?
- How does the school or each teacher determine when students will exit the program?
- Are needs other than achievement considered when referring/retaining students?
- To the best of your ability, walk me through the entry and exit process.
- Is there a waiting list for students?

4. Student assessment for eligibility [frequency, data based]

(a)	(b)	(c)
A referring teacher identifies individual student goals prior to or upon entering the ESS program. Ongoing evaluation occurs throughout the provision of ESS services so that a student exits when individual goals are met. Formal and/or informal assessment results are used to measure student improvement.	A referring teacher provides the ESS teacher with a general goal or assignment for each student to complete. Students may exit the program with no ongoing evaluation to determine if individual goals are met.	Teachers refer students based upon their willingness to participate in the program. No identification of student goals occur. No ongoing evaluation of student performance occurs in the ESS program or in the regular classroom.

Interview questions
- Are there specific goals for each ESS student when they enter the program?
- Is there any documentation related to these goals (i.e., referral form)?
- How does the school/district measure the effectiveness and impact of the ESS program (i.e., student grades, daily classroom performance, KIRIS, performance assessment, attendance patterns, attitudes, parent/student feedback, etc.)?

B. **School Level Program Design** [circle the statement that most accurately applies]

1. Staff selection [process, based on student needs]

(a)	(b)	(c)
The district or school consistently demonstrates the use of specific criteria in the selection of certified and non-certified staff. Priority is given to the individual needs of the student.	The district or school inconsistently demonstrates the use of specific criteria in the selection of certified and non-certified staff. Priority is given to the individual needs of the student.	Any teacher who will or wants to teach may be selected. Student needs are not considered.

Interview questions

- How are staff chosen to teach in ESS?
  How do you make teachers aware of criteria for employment in ESS?
  Are all ESS positions advertised within the district?

2. Instructional practices in ESS programs [diversity focused on needs, collaboration, assessment, and feedback]

(a)	(b)	(c)
A variety of instructional strategies are used to meet the needs of students (e.g., individual instruction, computer assisted instruction, peer and cross-age tutoring, learning skills instruction, small group instruction, cooperative learning groups, active learning). There is collaboration among students, parents, teachers, and administrators. Complete student records, including referral forms, goals, parental permission, samples of work, assessment information, and attendance are available for use.	Instructional strategies demonstrate minimal to no variety in instructional strategies. There is limited use of student records for instructional planning.	The students complete homework assignments with minimal guidance. The teacher supervises the room and provides no direct assistance. Only attendance records are maintained.

Interview questions

- How does the ESS program collaborate with the regular program?
- What instructional strategies are used to meet the needs of students (cooperative learning, small group instruction, computer-assisted instruction, etc.)?

3. Organizing and grouping students [linkage to learning style, learning objective, developmental level]

(a)	(b)	(c)
Students are grouped by needs such as daily performance, KIRIS assessment, portfolio scores, interest and developmental levels.	Students are grouped by subject and grade level only.	Students are not grouped based on any specific instructional purpose.

Interview questions
- How do you group students for ESS instruction/services?

4. Instructional resources [variety, active learning, use of technology]

(a)	(b)	(c)
Students have a variety of materials, computer programs, books, manipulatives, and equipment available for use which promote active learning. Research is done to select appropriate materials to support learning.	Limited materials are available to support instruction. Materials purchased are done so from a central location without regard to instructional need.	Students do paper and pencil tasks using only textbooks. There are no new resources or use of technology evident. There is a lack of support material, hands-on manipulatives, and experiential materials. There are no outside or community experiences.

Interview questions
- What materials are used for ESS?
- What kinds of materials have you purchased for ESS this year?
- Are assessment materials available for use in identifying needs of students when planning ESS interventions?

B. **District-wide ESS Program Planning** [Circle the statement that most accurately applies]

1. Program evaluation [data based, continuous]

(a)	(b)	(c)
Schools and district makes extensive use of daily performance, continuous assessment, and KIRIS results to identify instructional needs and program effectiveness. Parents, students, and teachers are regularly surveyed to identify program needs. The students results of prior ESS programs (pretest and post-test data) are reviewed for program effectiveness.	Schools and district makes some use of KIRIS and assessment results to identify instructional needs and measure program effectiveness. Parents, students, and teachers are regularly surveyed to identify program needs.	Schools and district makes little to no use of KIRIS and assessment results to identify instructional needs. Parents, students, and teachers are not surveyed to identify program needs. Results of prior ESS programs are not reviewed for effectiveness.

Interview questions
- How does the school/district measure the effectiveness and impact of the ESS program (i.e., student grades, daily classroom performance, KIRIS, performance assessment, attendance patterns, attitudes, parent/student feedback, etc.)?
- How does the district ensure that effective and efficient instructional practices and service delivery models are being used across schools?

2. Fiscal management [needs based, focus on learning results]

(a)	(b)	(c)
The district allocates funds to schools/councils based upon consistent formula based on needs.	The district allocates funds to schools based upon an inadequate or incomplete needs formula.	The district allocates funds to school without regard to individual school and student needs.

Interview questions
- How are funds for ESS allocated to each school?
- What steps (i.e., funding formula) are taken to ensure that ESS funding is an equitable process across the district?
- Does the district determine how many ESS teachers will be assigned to each school?

3. Linkages with other KERA strands and other supporting programs [communication, collaboration]

(a)	(b)	(c)
ESS staff collaborate with school and district staff, programs, and community services.	There is minimal collaboration.	There is no communication or collaboration between ESS staff and other school/district programs. ESS is viewed as a separate program.

Interview questions

- How does ESS fit in as an integral part of KERA?
- Does the ESS program make use of FRYSC's to provide parental training?